

# eurau18 ALICANTE18

EUROPEAN RESEARCH IN ARCHITECTURE AND URBANISM  
9TH CONGRESS



**retroactiverearch**

ARCHITECTURE'S CAPACITY TO CHALLENGE AND  
EXTEND THE LIMITS OF OTHER DISCIPLINES

ALICANTE \* 19/20/21/22 SEPTEMBER 2018

CONGRESS PROCEEDINGS

EURAU18 alicante  
RETROACTIVE RESEARCH  
**CONGRESS PROCEEDINGS**

ISBN: 978-84-1302-003-7  
DOI: 10.14198/EURAU18alicante

Editor: Javier Sánchez Merina  
Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)



**Titulación de Arquitectura**

**ESCUELA POLITÉCNICA SUPERIOR Alicante University**

Carretera San Vicente del Raspeig s/n 03690 San Vicente del Raspeig. Alicante (SPAIN)

[eurau@ua.es](mailto:eurau@ua.es)

# Retrospective-Retroactive Evaluation of Architecture Student Projects Competition

---

ArchED Experience

**Sağlamer, Gülsün<sup>1</sup>; Aksoy, Meltem<sup>2</sup>; Baslo, Meltem<sup>3</sup>**

1. Istanbul Technical University, Former Rector, İstanbul, Turkey, gsaglamer@gmail.com

2. Istanbul Technical University, Department of Architecture, İstanbul, Turkey, aksoymelt@gmail.com

3. Istanbul Technical University, Department of Architecture, İstanbul, Turkey, meltem.baslo@gmail.com

## Synopsis

As we know, especially in the areas where creativity plays a major role it may not be very fruitful to implement standardized teaching-learning sessions to help young designers to develop their design abilities. There is a strong need for different types of learning to widen the students learning processes. To be able to realise this objective, we believe, it is so important to organize suitable environments for young designers to learn from their peers and exchange their ideas. student architectural design competitions can be perceived as flexible, learner-centered environments where students have more effective learning opportunities. With this point of view, Association for Architectural Education (ArchED) started to organize a student projects competition, Student Awards for Architectural Education, since the year 2002.

The main focus of the paper is to analyse and evaluate this competition within the framework of architectural education based on different aspects and indicators of learning processes.

**Key words:** Architectural education, student competition, ArchED.

## 1. Introduction

Learning processes are extremely complex processes create different results on each personality. In the 21st century education landscape, in which one of the main components of the learning processes has become “creativity”, has been in rapid and extensive transition processes from teacher-centered structure towards learner/student-centered one. In this paradigm shift, students have endless opportunities to extend their learning space and time to anywhere and anytime.

Hopper and Seaman characterized 21st century learning environment as learner-centered, inquiry-based, technology-rich, interdisciplinary, collaborative and personalized. As a similar approach, Norman ve Spohrer (1996) stated that in this “learner-centered education” focus is on “problem based approaches” rather than “content” that was in the traditional education approach. This new approach has not based on curriculum but rather on learners and their interests and needs. This philosophy may not be ultimately a new approach but the new interpretation of it without any doubt has applications spread to different fields with more diversity and enhancement.

These radical changes and ongoing discussions create constantly different impacts on different countries/regions/schools to question the existing curriculum and their applications. This approach does not only focus on formal education and curriculum but gives a very big importance to extra-curriculum, or we can say informal activities, as well.

Undoubted all these discussions affected deeply design education. Lead educators, students and architects question present design education, its stakeholders and their interactions to find new approaches. As we know, especially in the areas where creativity plays a major role it may not be very fruitful to implement standardized teaching-learning sessions to help young designers to develop their design abilities and related skills. There is a strong need to include different types of learning opportunities, tools, participative actions in an organized but at the same time rather chaotic style to widen the students learning spaces to enhance their learning processes.

To be able to realise this objective, we believe, among other factors, it is so important to organize suitable environments for young designers to learn from their peers and exchange their ideas. In order to widen the space for exchanging ideas, learning from others experiences student architectural design competitions can be perceived as flexible-interdisciplinary-learner centered environments where students have more effective and efficient learning opportunities. With this point of view, Association for Architectural Education (ArchED) started to organize a student projects competition named “Student Awards for Architectural Education” since the year 2002.

## 2. Purpose and Scope

ArchED (in Turkish: MİMED) is a non-profit governmental organization and aims to progress architectural education in Turkey. One of the important organizations of ArchED is “Student Awards for Architectural Education” that has been accomplished successfully for the 16 year by the voluntary precious



contributions of our academic members and the power of dedicated sponsors of ArchED that is so much valued by architecture students in Turkey with their interest and affection. This competition consisted of projects produced in architectural studios in Turkey and Turkish Republic of Northern Cyprus has a well-deserved reputation with its increasing number of participants and the independent evaluation process by international jury members in recent years. This year ArchED has organized the 16th “Student Awards for Architectural Education”. Throughout the years all the award-winning projects together with jury reports have been published by ArchED and distributed not only in Turkey but also at a global level. Awards are structured according to grades of the students; there are 4 groups of Awards for 4 grades each having one “Success Award” and “Encouragement Award”. There are also “Jury Special Awards” designed for promising projects depending on Jury’s decision.

First competition in 2002 attracted only 110 entries. But since then entries have increased up to 549 by the year 2015. Between 2002 and 2015 all the projects had been evaluated by the jury members during face to face jury sessions but by the year 2015 it has been understood that there should be a preliminary evaluation in order to have feasible number of projects to be evaluated by the jury members in live sessions. As a result, the ArchED web site was altered and developed to run the online evaluations by the jury members. In the last two years ArchED has been successfully implementing this evaluation model. By the 2017 entries has reached to 606 from 36 universities. After the online evaluation by the jury members 308 entries have reached the second phase.

### 3. Methods

The aim of ArchED’s student projects competition, within this content, could be called as to create a big architectural design studio covering all schools of architectures with their different attitudes and positions. Students work on their projects again and again, review and refine them in terms of visual models and present them to the jury for evaluations. They are the part of the architectural discourse with their own ideas, projects and presentations. That is a strong setting with its participation, exhibition, colloquium and publication processes, which supports not only the critical, creative and visionary capacities of students, but also all the architectural education society.

The main focus of the paper is to evaluate this competition that has been organized since 2002 within the framework of architectural education.

In the first part of the paper ArchED Student competitions will be outlined and analysed according to number of participations. Award winning projects and their distributions to different schools.

These competitions are forming a kind of space where all the stakeholders are learning and earning experiences that are in one way or another interact with each other. These interactions can be listed as follows;

- These competitions offer an opportunity to students to include these projects into their portfolio no matter they receive award or not.
- Student may extend their networks and strengthen their visibility.

- Publications of the ArcED students' competitions projects and announcement of the results and dissemination of the winning projects on the ArcED web site create important publicity for ArchED and Students as well.
- Competitions create opportunities for students to compare and evaluate their own skills and design performances with their peers and learning from these experiences.
- Interactions between students and jury members create an informal learning environment where students are encouraged to learn-unlearn-relearn.

These interactions will be analyzed and evaluated in the second part of the paper. Third part will be devoted to the evaluation of the impact of these competitions on architectural education based on different aspects and indicators of learning processes. The paper will be finalized by the Conclusions.

#### 4. Bibliography

ArchED-ASSOC. of ARCHITECTURAL EDUCATION, n.d., ArchEd Student Awards [online]. [accessed 2 April 2018.]. Retrieved from: <http://www.mimed.org.tr/en/>  
HOPPER, J, SEAMAN, J., n.d., Transforming schools for the 21st Century [online]. DesignShare. [accessed 1 April 2018]. Retrieved from: <http://www.designshare.com>  
NORMAN, D., A., ve SPOHRER, J., C., 1996, Learner-Centered Education, Communications of the ACM (COMMUN ACM) [online], 39(4):24-27, [accessed 2 April 2018]. ISSN 0001-0782. Retrieved from: DOI: 10.1145/227210.227215.

## Biography

**Gülsün Sağlamer.** Former Rector of Istanbul Technical University (1996-2004) is a professor of architecture. She was a post-doc researcher in Cambridge University (1975-1976), a visiting Prof. in Queen's University of Belfast in 1993-1996 and also an external examiner at the Department of Architecture of QUB (1999 and 2003). Gulsun Saglamer is a registered architect at the Chamber of Architects of Turkey, Istanbul. She designed several important architectural projects and received awards at national and international levels. She is a member of the Editorial Boards of "Open House International", "International Journal for Housing Science and Its Applications". She is the founding president of the Association of Architectural Education ArchED. She was a Board Member of European University Association (2005-2009) and she is the President of European Women Rectors Association (EWORA) (2015-). American Institute of Architects awarded her "Honorary Fellowship (Hon FAIA) in 2006. She has been also awarded "Leonardo da Vinci Medal" by SEFI (Société Européenne Pour la Formation Ingénieurs-European Society for Engineering Education) in 2005-2006. She is a member of European Academy of Sciences, Arts and Letters since 2011.

**Meltem Aksoy.** Meltem Aksoy is an associate professor at Istanbul Technical University, Faculty of Architecture. She completed her Bachelor of Architecture at ITU and also holds MSc and PhD degrees awarded by the Architectural Design Programme from the ITU Institute of Science and Technology. She received her PhD in 2001 with a thesis entitled "Analysis of Shape Grammars in the Context of Existing and Potential Design Languages." She was as a visiting scholar at the University of Newcastle upon Tyne, CARDU, UK in 1994 and at Carnegie-Mellon University / PA-USA between 1999-2001. She started her academic career at the ITU Faculty of Architecture as a teaching/research assistant in 1992 and is continuing teaching, researching at that same institution since then.

Dr. Aksoy's research areas focus on computational design, generative systems, information technologies and their effects on architectural design theory, practice and education. In addition to her academic work, she has also been involved in a number of building designs including the ITU Dr. Sedat Üründül Nursery, İTÜ Research Center for Satellite communications and Remote Sensing, ITU Dr. Orhan Öcalgıray Molecular Biology and Genetics Research Center and the ITU Kindergarten. Dr. Aksoy has been actively teaching architectural design at the ITU Faculty of Architecture at undergraduate levels since 1991 and at graduate levels since 2004.

**Meltem Baslo.** Born in Oslo [Norway] in 1969. Graduate of Notre Dame de Sion, 1988. Bachelor's degree on Architecture, 1994, Mimar Sinan Fine Arts University. Master of Architecture degree, 1998, Mimar Sinan Fine Arts University. PhD, 2008, Istanbul Technical University. Baslo became a research assistant at Istanbul Technical University in 2004. She took part in many campus projects' design and construction until 2011 within ITU Project Management Center. She is a member of Executive Board of ArchED [Association for Architectural Education] and she organizes ArchED Student Projects' Competition since 2009. She is also working at ITU Housing Research and Development Center as research assistant. Her research areas are Turkish Revolution and Modern Architecture in 1920s, Revolution Architecture, Housing and Modernism, 19th century Istanbul and eclecticism, Historical Mapping of Galata and Pera. She is currently teaching architectural design, visual communication and technical drawing for first year's students at ITU Faculty of Architecture.